

THE ANNUAL  
PUBLISHED BY THE  
Graduating Class  
OF  
MEXICO ACADEMY.  
1892.



W. F. CHAFFEE,  
OSWEGO, N. Y.,

TEACHES

Shorthand

AND SECURES

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For all Pupils when  
Competent.

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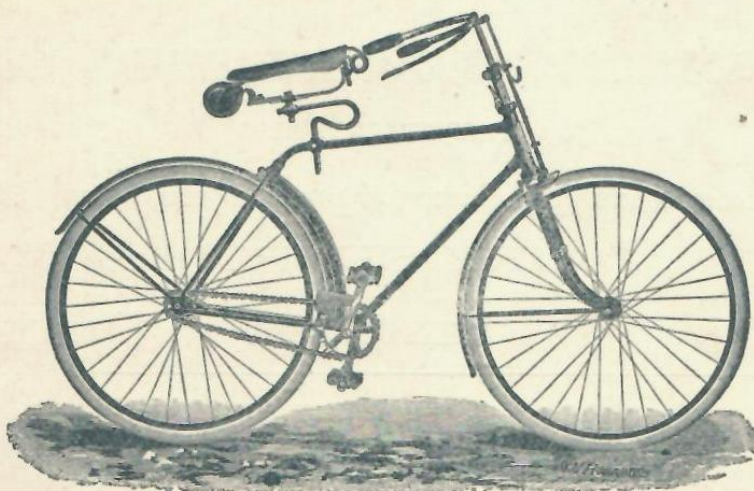
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To cure the worst forms of Rheumatism when taken according to directions. Many cases of long standing, which were considered hopeless and made life miserable have been completely cured by the use of one or two bottles, the effect seeming to the patients little short of miraculous.

#### Testimony from a Popular Physician.

SANDY CREEK, N. Y., August 20, 1890.  
In April, 1888, I was thrown from my buggy by a runaway team and my right shoulder was injured. It afterwards became affected with rheumatism, which nearly deprived me of the use of my right arm. I was unable without help to put on my coat. At your suggestion I began (without faith) to use your Assiniboiana, and after taking about two bottles am ready to say that I CONSIDER MYSELF CURED. Its effects upon myself impel me to recommend it to all who are suffering from rheumatism.

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HENRY HUMPHRIES, Editor and Proprietor.



To the Faculty  
OF  
MEXICO ACADEMY,  
the Class of '92  
DEDICATE  
this Annual.

# ACADEMIC ANNUAL,

PUBLISHED BY THE

## CLASS OF '92.

FLORENCE S. SCOVILL,

EDITOR-IN-CHIEF.

EDITH L. KNIGHT,

ASSISTANT EDITOR.

FRANK W. HOLMES,

BUSINESS EDITOR.

### Introduction.

DEAR ANNUAL:

Ere we send you out into the world to fulfill your mission, we would give you a few words of encouragement.

You must expect to be criticised, but bear it like a stoic; all books of any distinction have met with opposition.

Probably your blue cover will first be attacked, but never be ashamed of your colors and all which they represent. Then, too, people will wonder why you are filled with those uninteresting advertisements. Tell them that printing is not done for "a song," and ask them to look the "ads." over more carefully for they will receive a real benefit thereby.

The class picture alone is a very attractive feature. Not only on account of the beauty of the originals, but also on account of the intellectuality which beams from the individual faces like the glow of a summer sunrise.

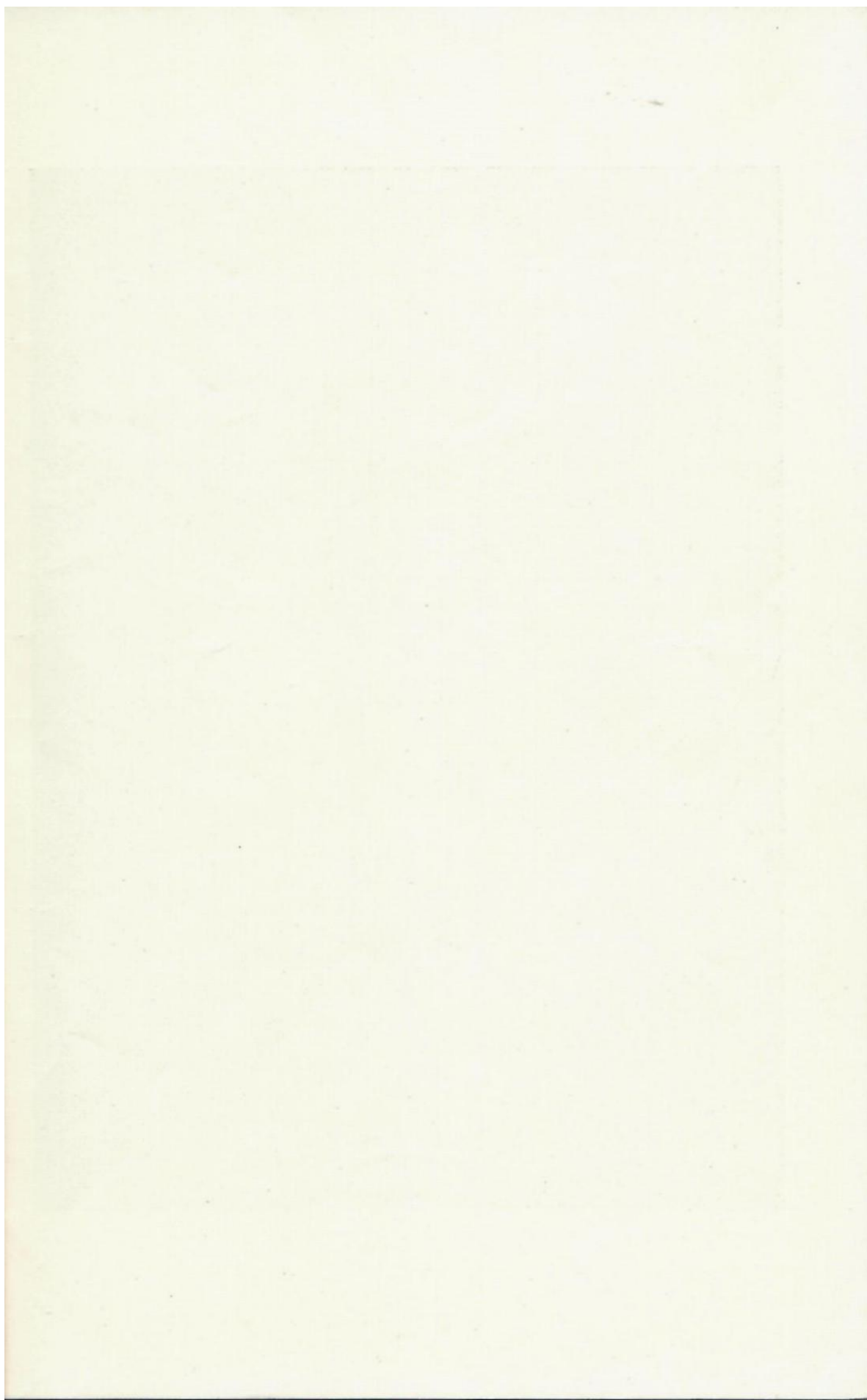
The poem, prophesy, orations and essays are productions of master minds.

You also will carry "a world" of information as to the family life, the deeds of the past and the prospects of the future of our dear Alma Mater.

Words are unnecessary. The immortal Shakespeare has said: "Some are born great, some achieve greatness, and some have greatness thrust upon them." You have your greatness to achieve.

Go forth! Perform your mission! Make yourself a place at the fireside of each home, in the busy mart of trade and in the halls of our sister institutions of learning. Then shall you have accomplished that for which you were created.







W. H. HALLOCK

J. S. SURBECK

F. C. SCOVIL

E. L. KNIGHT

O. D. TIFFANY

F. W. HOLMES



## SENIOR CLASS.

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CLASS MOTTO.—“*Νικήσαντες ἔτι νικῶμεν.*”

CLASS COLORS.—Navy Blue, Azure Blue, Light Blue.

- 1.—WALTER EDWIN HALLOCK—18—Fiery—“Thunder!”—Pedagogue—“Prison Reform.”
- 2.—FRANK WING HOLMES—20—Placid—“By the Gods of Homer!”—Minister(?)—“The Anglo-Saxon in the World’s Future.”
- 3.—EDITH LENORE KNIGHT—Valedictorian—17—Social—“Torment it!”—O. M.\*—“The Power of Song.”
- 4.—FLORENCE CORDELIA SCOVILL—Salutatorian—20—Willful—“Ginger!”—Lady—“Night Brings Out the Stars.”
- 5.—JAGOB SCHULTZ SURBECK—25—Contrary—“Ach!”—?—“Hohenzollern.”
- 6.—OSBERT DEWITT TIFFANY—17—Jovial—“Jemima’s Ghost!”—M. D.—“Russia, the Present and Future.”

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\* Old Maid.

# CLASS-DAY ORATION.

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FRANK W. HOLMES.

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EVERY age has had its own peculiar deeds. Civilization in its primitive state demanded the sword and battle axe to defend it against the encroachments of barbarism. Later in history, fleets and armies were necessary to preserve national identity.

The great demand of the present is for men and women of ideas. This demand must be supplied by our academies and colleges. True we have learned blacksmiths and men of ability who have never had these advantages, but they are the exception rather than the rule.

We live in a peculiar age, an age of responsibilities and opportunities. Our civilization has sprung up in a short time; it is unsettled in its nature; it needs the force of educated minds to mould and shape it. While our government is probably the best the world has ever seen, it is far from what it should be.

When our forefathers found British rule unbearable, they brought forth the Declaration of Independence, declaring that all men were created equal. For nearly a century African slavery existed in a nation founded upon these principles. When at last this institution received the disapproval of the nation, Abraham Lincoln came forth with his Emancipation Proclamation. They told us then that American liberty was perfected, that it was cradled at Concord and Lexington and consummated amid the canon roar of the rebellion; but slavery exists in our land to-day, in the north as well as in the south. We have masters as despotic as ever wielded the lash on the southern plantation. The capitalist enslaves the laborer. Thousands of women and children are compelled to work for wages barely enough to sustain



life. There is still another kind of slavery more destructive in its nature. Men are enslaved by their own passions and appetites. The love of money is yet the root of evil and men are crowding upon each other, trampling down their rights in the great race for riches.

In order to reform these abuses we must enlighten the people. Legislators may make laws ; public sentiment alone can enforce them. When every voter shall have become a sober thinking man, the evils which now threaten our government will disappear.

Without the salt of Christianity and education, our civilization would speedily decay. These without controversy are its great preservative forces. The church and the school-house are the great bulwarks of our government.

The educated men and women of the next hundred years will shape the destiny of this nation. By no means would we underestimate woman's part ; she has a great work to do. While her work is different from that of her brothers, it is just as great, just as essential. If she is to accomplish her whole work, she must realize her true mission and take her place beside of man, not as a politician or a soldier, but as his equal and his help meet.

Our Academy in her younger days prohibited women from the study of higher mathematics, on the ground that they were beyond the grasp of the feminine mind ; but in keeping pace with the times and the march of events she has given up this theory and the class of '92 is a proof of its fallacy, for to the ladies of our class have been awarded both the honors. At least, in our case the doctrine of feminine inferiority would not bear a too close examination.

Classes of '93 and '94, we would not to-day as sages who have fathomed the depths of learning, seek to instruct you, but as fellow schoolmates would speak a few words of encouragement. You have engaged in a cause which is worthy of your best efforts. The path to knowledge is a continual ascent. By virtue of a longer service, we have reached a point higher up the ascent than that upon which you now stand. As fellow students who are slightly in advance, we would offer you the lessons of our experience. You have many battles to fight, but do not shrink from the engagement, for conquest begets strength.



As you look over the record made by the class of '92, profit by our failures as well as by our successes. Wherein we have failed take warning; wherever we have been successful, emulate our success, raise the standard higher and higher each year, be not content with simply the requirements for graduation, but strive to lay the foundation of an education which shall make you of use to the world and a blessing to society. Let the motto of your class, "*Σοφία τὸ Πρώτιστον*" (wisdom is first,) be your motto not only while working together as a class, but may it in its highest and noblest sense be your motto through life.

In the name of the class of '92, I wish you unbounded success as you enter the broader school of life, with all its victories and its defeats, and when your final graduation day shall come, may you receive a diploma from the hand of the Great Instructor together with an abundant entrance into that broadest and highest field of investigation where the development which is here begun may be perpetuated through the cycles of eternity.

#### RESPONSE FOR CLASS OF '93.

BY HENRY W. ROBINSON.

Members of the Class of '92, when we think how soon you are to leave us, we are led to realize perhaps more than ever before how fleeting is life. We cannot expect to remain always in school. But who can fathom the influence which the schools exert upon our country?

Education, in times past, has been the stronghold of our government, and to-day more is being done for the education of the masses than ever before. The goddess of learning opens her doors to all who desire to enter, provided they are willing to pay the price thereof. The price of admission cannot be paid in dollars; it must be met by earnest, faithful effort. The poor and the rich are alike welcomed at her shrine.

The position which a nation takes depends very much upon her attention to her educational institutions. Great Britain, Germany, France and the United States, the foremost nations of the world, are practical illustrations of this principle. In striking contrast with these nations, in which education receives marked attention, may be mentioned China, Russia and Turkey.



The world is a great school, in which we are all both teachers and scholars. The instructive power which we shall exert, as well as the receptive capacity which we shall possess, will depend largely upon the preparation which we shall have received while under the more direct influence of school life.

During the past two years our relations with you have been nothing but the pleasantest and most beneficial, and as you continue your studies in other institutions, may success attend your efforts; and when we hear from you in the future we shall expect good reports—reports which shall cause us to be more proud of you as sons and daughters of our common Alma Mater.

#### RESPONSE FOR CLASS OF '94.

BY LIZZIE M. SIMPSON.

Class of '92, the members of '94 extend to you their greeting. We thank you for pausing a moment to speak to us a word of friendly encouragement. We will, indeed, strive to profit by your varied experiences. In your battles you have shown the qualities which win victory; in the exhibition of these equalities '94 will endeavor to closely follow your example; but true to our human nature, we will doubtless take our own experience as teacher. You leave a good record, and from it we have learned the value of industry. With this lesson as a stimulus, we hope for final success, and when two years more have passed, '94 will be happy if she can leave as fair a record of good work, faithfully and honorably done.

As you go forth to a new life and we return to the old, we shall miss you; your places in the academy will be vacant; but may you find higher and nobler positions in life's school. Our best wishes will accompany you. You have in the past proved yourselves "true blue;" you have ever been loyal to your motto. The spirit of this motto is worthy to be the battle cry of future classes. May it be a ruling thought in your life; and as you "have conquered," may you "still conquer."

# CLASS POEM.

OSBERT D. TIFFANY.

“YOUTH is lovely !” sing it over,  
Happy June birds in the clover ;  
Wind harps playing, sun kissed fountains,  
Streamlets dancing down the mountains,  
We will echo back the strain :  
Youth is hope, is zeal, is fire,  
Youth is time of soul desire  
For a purpose, nobler, higher,  
Than to live for sordid gain.

Classmates, standing at the portal  
Of a life work all immortal,  
In our eyes hope's light a-beaming,  
Like some swift and happy dreaming,  
Seem the days that now are past.  
Memory holds amid her treasures,  
Hours of toil that yielded pleasures,  
Friendship song in joy sweet measures,  
Jewels that shall time outlast.

Just three years ago we came  
To share our Alma Mater's fame ;  
Now to day our thoughts are turning  
To her happy halls of learning,  
Ere we seek a broader life.  
Many battles have been fought,  
Many a victory has been wrought,  
Many a noble lesson taught,  
While we waged our pleasant strife.



Knotty problems we have pondered,  
 With Aeneas we have wandered,  
 O'er the deep our frail barks urging  
 Through the boisterous billows surging,  
     Victims we of Juno's hate.  
 Past the Cyclops swift we glided,  
 Mocking dangers that betided,  
 Trusting mighty Jove who guided,  
     Victors we o'er cruel fate.

We have ope'd the hearts of flowers,  
 Made their sweetest secrets ours;  
 We have roamed the heavens lighted  
 By the stars, though oft' benighted,  
     Learned to love night's glittering crown.  
 Now this cheering thought arises,  
 While a blush our pride disguises,  
 We have taken many prizes,  
     Known the first flush of renown.

"Having conquered let us conquer;"  
 This our motto as an anchor,  
 Holding us from aimless drifting,  
 Keeping us from idly shifting,  
     As we make our journey through.  
 Ours to break wrong's loathsome fetter;  
 Ours to love truth's every letter;  
 Ours to make the world grow better;  
     Ours the colors blue and true.

Now to thee our Alma Mater,  
 One brief word: We trust that later,  
 When the light of youth's bright morning  
 Deepen's into day, adorning  
     Some fair page our names you'll find;  
 But no change from thee shall sever  
 Our fond hearts; we'll love thee ever!  
 May God's blessing fail thee never!  
     Live and thrive and bless mankind.

# CLASS PROPHECY.

JACOB S. SURBECK.

ONE evening while I was digging for Greek roots and derivatives, tired out by the work of the day, I fell asleep over my books. Visions of the future seemed to pass before me as a fantastic dream.

I was in the Republic of Germany, the home of my boyhood. I was wandering by the Rhine, over vine clad hills, stopping here and there to view the picturesque ruins which line the banks of this beautiful stream. I came to a pretty little dorf on the edge of the river, and as I passed through the principal street with its quaint old buildings, I came to a crowd of peasants surrounding a little old man, who, standing on a dry-goods box, seemed to be making use of some occult force in curing the ailments of the poor peasants. This he did by simply making certain motions before the patient and commanding the disease to be gone. He was a noted mesmerist. Seeking his acquaintance, I learned that he was an American, and having been disappointed in love, had come to Germany to study medicine. Not having been burdened by the care of a family, he had found considerable time for classical research. As a result of his labors in that direction, he had written many volumes, chief among which were the "Memoires of Virgil," "Life of Isabella," "Views of Florence," a critique on "Perkins' Pueri," and several others of similar character.

This genius I discovered to be our classmate, Osbert D. Tiffany.

Wandering about, not knowing where I was going, I entered the electric air-ship bound for England. Having read much about the metropolis, and desiring to see its sights, I took an electric car, in which I made the tour of the city. Everywhere the people were talking excitedly about the coming event of the season. A great American vocalist was to sing that evening in the new



opera house, built exclusively for this occasion. This was the most gigantic building I had ever seen, in shape a perfect rectangle, five hundred feet each way, and built mainly of the modern metal, aluminum, having certain acoustic properties by which the faintest sound could be heard throughout the whole building.

I secured a box near the stage, and as the celebrated and popular prima donna made her appearance, her grace and charm of movement attracted my attention and seemed strangely familiar. She sang with great power and sweetness, some of the quaint old songs as "Happy is the Miller that Lives by Himself," and "Our 'Holmes' so Bright and Dear," and when she left the stage the applause was deafening. Everywhere the phonographs repeated her songs and the applause of the people. The French name of this celebrated songstress I cannot pronounce, but in her girlhood she had been known as Edith L. Knight.

From England I took the electric air ship to Manitoba, one of the central states of the Great American Republic. We could not go to New York, that city being in a state of blockade, for it was during the great civil war between the whiskey element, having its seat of government in that city, and the anti-whiskey party, which held the Western States. On our way we met one of the war ships of the rebels. It was made of aluminum, like the ordinary air-ship, but carried light aluminum guns of the latest pattern. When we reached Manitoba, we learned that a decisive battle had been won by the anti-whiskey party, thus concluding the war. Everywhere the phonographs sounded the praises of the general who had won this battle. He was a noted character, who had been successively farmer, book agent, lawyer, congressman, senator, and now was said to be one of the greatest generals of the times. This was none other than our classmate Frank W. Holmes, who in his school days was noted for his modesty.

Near the city of Detroit is an island called Bell Island, on which is a beautiful park, where I often resorted to see the "dear." As I was walking about this park, recalling incidents of long ago, I met an elderly lady, who inquired if I had seen her husband. I said that I did not know, and when she passed on I inquired who that lady might be. Why, don't you know? That



is the wife of Governor Hall, the best woman (of her size) in the State. She had been known in former days as Florence C. Scovil.

Next in my dream I turned towards San Francisco. Desiring to view the scenery as I went, I took my electric carriage. On my journey I stopped at the village of Perletville, Colorado. It was the most beautiful village that I ever saw. My attention was attracted by a gentleman riding a donkey, while he was engaged in ordering and threatening a lot of coolies. I inquired of the proprietor of the hotel the name and the position of that gentleman of noble presence. He told me that he was the most prominent citizen of that village. He founded Perletville; he was then the editor of a paper entitled *Crank*. I procured a copy of the paper and read the following: "NOTICE.—The editor of the *Crank* has resigned his position as leader of Perletville Brass Band on account of numerous suicides traced to the effects of the open air concerts given by the band." "NOTICE.—A WIFE WANTED.—The editor of this paper, being well advanced in wealth and years, thinks it best for his welfare and that of the public to take to himself a partner. She must be fair with dark hair and eyes; she must not be older than myself; a lady of French descent preferred: call at the office of the *Crank*; money no object."

Beneath this advertisement, in a prominent position, was a poem, entitled "Ever of Three I'm Fondly Dreaming." After reading these and numerous other interesting articles, I had a desire to meet the editor of such a literary production. Imagine my surprise to find none other than Walter E. Hallock.

Next in my dream I visited again the old Academy, where I had once spent so many happy days. When I arrived in Mexico I was surprised at the sight which met my eyes. It was the same old village; nothing seemed to have been changed; but upon closer inspection I found that some changes had been made in the old Academy building. On entering, I noticed improvements on every side. The furnaces had been removed from the rooms; one of the rooms had been fitted up for a gymnasium, where physical training was given, that now being part of the regular course. While I was noting these and other improvements, these scenes gradually began to fade, and I found myself awake in my easy chair.



# PRIZE ORATION.

## THE PRESENT DEMAND FOR A KNOW NOTHING PARTY.

FRANK W. HOLMES.

**A**MERICANS shall rule America; the naturalization laws shall be thoroughly reformed; the masses shall be educated. Thus said the old Know Nothing Party.

These principles put in practice would remedy many of the evils which now exist. Who rules America to-day? Hoards of ignorant Italians, Polls and Hungarians which are brought to our shores and soon franchised. These ignorant foreign voters hold the ballance of power. They are martialled by knavish bosses, who strike off their votes to the highest bidder. This vote thrown into the hands of the rising power of Mammon, threatens our free institutions.

We are too free with our rights of citizenship. When this government placed the ballot in the hands of her million freedmen, she displayed more liberality than prudence. No man, black or white, should receive the right of franchise until he can read the Constitution in the English language. If the ballot is worth having, it is worth an effort. The man who makes the effort will make the right use of it. He who sells his vote should be disfranchised.

Our statute books rest not upon fleets and standing armies but upon the hearts of our citizens. Therefore we must have intelligent citizens; we must have loyal citizens, who love their country more than their pocketbooks, who love her institutions better than those of any foreign power.

"America is the home of the oppressed of every clime!" Shall she be as a cess-pool receiving the slum of Europe? Shall she be a refuge receiving her paupers and criminals? Italian



emigrants are more to be feared than Italian fleets. Hungarian aliens than the white lines of Austrian infantry.

The question has been, what shall we do with the foreigner? It will soon be, what will he do with us? Our cities are rapidly being filled; our government lands are nearly exhausted; the American race west of the Mississippi is fast becoming extinct; our prairies are dotted with little Italies and Scandanavies; our western cities are hot-beds for Anarchy and Socialism, fed by the scum of European society; our prisons are filled with foreign criminals. The liquor traffic, that enemy of the American home, that curse of society, that mighty corrupter of morals, is largely in the hands of men of foreign birth. This is not a time to sleep! Great questions confront us. Unless political parties bury dead issues and revive to the demands of the people the rising generation will demand a new party,

The intelligent young man finds himself without a party. The Democracy has fallen into the hands of political leaders who sacrifice her interests for selfish ends, who use their subordinates as accomplices to steal a state. The Republican party has forgotten the principles of justice and equality which brought the first men of the nation to her standard. Her press shouts high tariff on foreign produce but advocates free paupers and criminals. Unless political parties turn their attention towards the protection of our morals as well as our home industry, the time is not far distant when the best men of the nation will form a new party; the old will gradually but inevitably fall before the enlightened opinions of the present age.

We are at the dawn of a political reformation. The professional politician must retire. American citizens will vote as their reason and conscience prompt. Our better classes of citizens realize that they have a duty in the affairs of state. We are beginning to hear politics from the pulpit as well as from the press; the clergy once more lift up their voice against the evils that are destroying the land. When they are restored to their old place in politics, when the demagogue shall give place to the statesman and the power of money shall succumb to the will of the people, then and not till then shall government by the people be a success.



# PRIZE ESSAY.

## UNIVERSITY EXTENSION.

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LIZZIE M. SIMPSON.

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“THE general desire for education, and the general diffusion of it, is working, and partly has worked, a great change in the habits of the mass of the people.” Education has produced this great change; but a greater change is yet to be produced. The new system of education called University Extension, is to be a strong factor in the work.

In England this movement is defined as a “plan by which the university may be carried to the people, when the people cannot come to the university.” The plan of work is as follows: Courses of lectures are delivered; at the lectures, the students are provided with *syllabi* noting the principal heads of the lecture, giving references for reading and giving questions to be answered at home. Their answers to these questions are sent to the lecturer in the form of papers or exercises. Some days after each lecture the class meets and the students join in a general discussion of the lecture and of the papers. At the end of the course examinations are held and to the successful students certificates are given.

Such, to-day, is the general plan of University Extension; but let us notice the history of the movement and the events leading to its organization. For many years the desire for knowledge had been increasing; more and more had the need of general education been felt. Various methods were tried for supplying the need. In England, courses of lectures were delivered, mechanics' institutes were held, the workingmen's college was founded, local examinations were instituted. Finally in 1867, Professor James Stuart suggested the extension system. Cam-



bridge in 1873 recognized it, and associated it with her existing system. Three years later the London Society adopted the plan of Cambridge, and in 1878 Oxford followed the example. Other colleges, English, Scotch, Irish, Australian, adopted the system. Thus foothold was gained across the ocean.

In America a like need was felt. To supply the need, much the same course as in England was taken. Chautauque, with its summer assemblies and its reading circles, did much to help on the good work. Just twenty years after Professor Stuart suggested the system in England, was it publicly presented in America. The first definite American plan was developed in 1888 by Chautauqua. This organization did much in the South and West to arouse an interest in the movement. The American Society for the Extension of University Teaching met with the first decided success in the work. In February, 1891, the Board of Regents of the University of the State of New York adopted the system. Two months later the Legislature made an appropriation of \$10,000 for its support, and in November of the same year a State Extension Department was organized.

The present, as some one has said, may be regarded as the dawn of a new era in education. In England the chief extension workers are Cambridge, Oxford and the London Society. Cambridge has an affiliated course, in which the student may do the first year's work according to the extension method and then enter the University as second year student.

In France the methods are different. Lectures are delivered in Paris and are sent in printed form to the rural districts, to be read in public meetings.

In America, Chautauqua continues in its good deeds. The western colleges are preparing the fields for extension work. In the California State University one hundred fifty-two students are enrolled in the extension course. The new university at Chicago has made the extension department one of its principal features. New York is well equipped for this work. It has the State University, Library and Museum, the organized Extension Department, the needed funds and the Board of Regents to superintend and direct the movement. This Board is doing all in its power for the progress of the work. George William



Curtis considers university extension to be one of the greatest events in educational history. All this shows the growth of the work.

If the question is asked, "Has University Extension produced any decided results?" we answer, yes. To the poor student it has given an opportunity to gain an education at less expense. To the workingman it has given a beneficial occupation for his leisure, secured by the general reduction of the number of working hours. And thus, to the trades, it has brought superior workmen, and by securing more general education, it has also raised many to a higher plane of living. A member of the English Parliament has said, "University Extension has changed the whole face of England." Truly, "Extension has not failed to extend."

The most important query now seems to be, "Has the movement a future?" No one can positively answer. In England a prosperous future seems certain. They are already looking forward to a complete degree-course. In America many doubts are expressed as to its prosperity. The chief obstacles seem to be the want of funds and of instructors. The doubtful, and among them Governor Flower, urge in opposition to the movement the great expense. They say that as no other way has been found, the States must bear the expense. Cannot another way be found? Cannot the work, for the most part, be self-supporting? Some say that America has more positions than trained teachers; but it would seem that the numerous young men and women graduating from our colleges might take positions in the field as extension instructors. It would be sad indeed for so great a movement to fail on account of these needs, and furthermore, it is improbable that this will be its fate. The movement has too many friends who will not allow the masses to be deprived of its salutary influence.

Chauncey M. Depew says that after studying the subject, he thinks that, the experiment once made, the benefits would be so great and so immediately evident, that the institution would become a part of our educational system. Can we imagine what would be the results of this general education? We should see superior men and women in the shops, factories and mills. The



slums of our cities would become respectable localities. Factory towns would be so changed that we should not recognize them. On the other hand, the poor but well educated young man would find ready employment in this field, and the well educated young woman would find a better place than the seven-by-nine school room or the office.

University Extension has proved itself to be a movement in the right direction. It is a friend to the common or laboring class, and so, a friend to republican institutions. It offers the advantages of an education to all. It promises to be a success. We believe that its fundamental principles are such as to gain for it friends among the noble minded, thinking people, and that its influence upon those who avail themselves of its blessings will ensure its long duration.

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## An Historical Sketch of Mexico Academy.

WALTER E. HALLOCK.

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**A** LONG with the spirit of liberty and Christianity, there grew up among the early settlers of this country a great desire for education. The church and the school-house received their earliest attention. This was most prominent in the New England States, and people coming to this State from thence were patriotic and enlightened. They had reaped the benefit of the schools there and they soon established them here. Those who settled in Mexico were not unlike the rest. While struggling for subsistence amid the stumps and stones of their rude clearings, cutting down forests and opening up highways between the various settlements, they saw that an education was needed to fit their sons for the age and prepare them to compete with those around them.

They held the first school meeting (which was of the whole town) on June 3d, 1813. At this meeting they elected commissioners and voted \$60 in money for the purpose of dividing the town into districts, which division was accomplished June 21st.



Although the war of 1812 was now at its highest, attention was not drawn from the work of education. Black creek was settled as the dividing line between two districts, called No. 5 and No. 8; No. 5 being on the west and No. 8 on the east side. The first school-house this region ever knew was then built in the forks of the road at the west end of what is now Main street.

But as communication with the outside world began to open up, the settlers saw that a higher grade of culture was needed by their sons if they would be successful competitors in the work of life, and the plan of consolidating districts 5 and 8 was suggested and accomplished. By noble efforts and self-sacrifice, a two-story brick building, 24 by 36 feet, was soon completed. The lower room of this building was devoted to the work of the common district school, and put under the charge of Laura Fish. The upper story was used as a high school, with John Howard in charge. Before the first year closed people with prophetic vision began to call it the Academy. In this building were also held all the religious services, public meetings and law courts of the town.

About five years later it was incorporated as an academy, under the name of Rensselaer Oswego Academy. At this time (1826) the real history of the Academy begins, for then occurred the founding of that noble institution. School was opened with M. W. Southworth as principal, and Miss Carrie Benham as preceptress. For the next ten years the academy was carried on amid many difficulties and unfavorable surroundings, with frequent interchange of teachers and through an era of wild experiment. But for the times it did well.

In 1835 Dr. George Hapgood entered upon his duties as principal. During the first year the school outgrew the accommodations afforded, and by his influence measures were taken for the erection of a second building; \$1529 were raised, and in 1836 a wooden structure, 28 by 56 feet, and three stories in height, was erected immediately in front of and adjoining the old brick building. From this time the academy assumed position as one of the most successful in the State. It had now an able and determined man at the head, a well equipped corps of assistants, and a commodious and pleasant building.

In 1845 the name was changed to Mexico Academy. Again,



during William H. Gillispie's service as principal (which was the longest of any principal which Mexico Academy ever had,) the school outgrew its accommodations, and in 1855 \$8,000 were raised, and the present substantial edifice erected upon the site of the old brick portion, that being torn down and the wooden building being removed by Lewis Miller, to the place where it now does service as a carriage manufactory.

The institution formerly drew students from all over the State, but owing to the many other schools which have been established, they have of late years come from the more immediate neighborhood; yet during this later period the academy has sent out from its walls men equally fitted for college or for life.

Mexico Academy stands now as the only unendowed Academy in this part of the State. The others have been engulfed in the tide of public sentiment as it has set toward the Union Free School system. Unless strenuous efforts are made in opposition, Mexico Academy will doubtless before long be put aside for the more modern Union Free School. Yet her former glory and honor will not be forgotten; for from the time of Dr. Hapgood's principalship down to the present, Mexico Academy has shed her benign influence upon all who have placed themselves within her reach. Many of her students have risen to positions of responsibility; prepared here for the higher culture of the college, or entering at once upon the active duties of life, they have taken prominent positions among educators, in all the professions, upon the bench, in the halls of legislation, state and national, and in the governor's chair. The institution has ranked especially high as an educator of teachers. The position of the town in wealth, influence and morals, has steadily advanced on account of its influence.

Mexico Academy was the offspring of the common school. She has become the mother of schools. She was used as a church in her early days. She has become the mother of churches. She had her birth in time of war, and was nursed by the spirit of patriotism. She has become the mother of patriots, and many of her sons were found among the armies of the civil war. And now with the friends of schools, churches, and good government, we must leave our cherished institution. May her future be brighter and even more productive of good than her past.



## FIFTH ANNUAL REUNION.

THE fifth annual reunion of the alumni of our beloved Alma Mater occurred Wednesday, December 30, 1891. In spite of gripe and cold, wintry weather, a good number of old students and friends of the academy gathered at Washington Hall in the afternoon, where, with Prof. W. D. More of Hamilton College, acting president, the following program was rendered:

Prayer—Rev. C. H. Van Wie.

Poem—Clinton H. Biddlecom.

Address—REV. Henry R. Fancher.

Music was interspersed by the quintette, R. A. Orvis, A. M. Becker, Mrs. A. M. Becker, Misses Vesta Green and Anna Bard.

After a short intermission the business meeting was called to order and the following officers were elected for the ensuing year:

Honorary President—Rev. Henry R. Fancher.

President—Clinton H. Biddlecom.

First Vice-President—Miss Carrie A. Peck.

Second Vice-President—James A. Tooley.

Third Vice-President—Fred. E. Sweetland.

Secretary and Treasurer—Fred. R. Stone.

In the evening the reception and banquet was held at the Boyd House. All were made welcome by the reception committee, Rev. Henry R. Fancher, Mrs. Dr. Rundell, Prof. E. R. Whitney and Miss Vesta Green, when presented by the ushers, Messrs. Arthur Berry, George Elkins, Carl Kenyon and Fred. Rich, and old friendships were renewed until we gathered in the dining hall, where Prof. E. R. Whitney of Binghamton High School, acting as toast master, introduced each speaker in a happy manner, and the following responses were given:

Our Fifth Reunion—James A. Tooley.

The Academy :

Her Early Days—T. W. Skinner.

Her Sacrifices—George G. French.

Her Social Side—May Brown.

The Ladies—George H. Goodwin.

The Academy :

Her Matches—F. E. Sweetland.

Her Greater Lights—Willis E. Heaton.

Her Youngest—Vesta Green.

Finis—V. A. Moore.

Throughout the evening the orchestra added much to the pleasures of the occasion with their fine selections.

Thus ended our fifth reunion with a hearty hand-shake and a God-speed to our Academy.

## SUCCOTASH.

**A**SK the gentlemen members of the Senior Class if they don't admire the "new feature" for the annual.

What is Julia Stowell's favorite color? *Stone-color*, of course.

Who will be the chorister next year?

'Tis said that the class of '93 is noted for the number of its class meetings.

Why is it so difficult to study at the Academy? Because we have (K)night all the year round.

Why don't some of the pianists learn a new march once in a century?

Ask Gertrude Virgil if she is fond of electric lights.

Have you noticed the exceedingly wonderful badges of the Juniors? Lavender, pink and white. But they should remember that gay combinations of color go only with extreme youthfulness or exceedingly bad taste.

Mr. Tiffany has received his *pass card* in Virgil.

Quotation : "Won't you please wait for papa and mamma?"



## "What Fools We Mortals Be."

VILLAGE—"Thou loveliest village of the plain."

ACADEMY—"Our hearts, our hopes are all with thee."

STUDENTS—"The more, the merrier."

POST-GRADUATE.

G. ELKINS—"Do you know her?"

'92.

*"Venimus, vidimus, vicimus."*

F. SCOVILL—"A *little* lady with golden hair."

E. KNIGHT—"How thy silvery voice doth all make glad."

J. SURBECK—"And still they gazed, and still the wonder  
grew,

That one small head could carry all he knew."

W. HALLOCK—"Maidens, beware! he is looking at you."

F. HOLMES—"He shows forth his majesty,  
As doth the wave of the sea."

O. TIFFANY—"Ha! a poet!

I know him by his frenzied look and rolling  
eye."

'93.

"No doubt ye are the people, and wisdom will die with you."

H. STONE—"Love's young dream."

M. WOODCOCK—"I have seen the effects of love and hatred,  
joy and grief, hope and despair."

C. TIBBITTS—"A joyful youth with glowing phiz,  
Yet eats his grub and minds his biz."

G. JOHNSON—"Behold how majestically he doffs his hat to *some* ladies."

S. PERLET—"A maid so lovely to soul and eye."

H. ROBINSON—"Age presents a noble image in such a one."

B. ROBINSON—"The lassie with meek brown eyes."

K. RICHARDSON—"It is *I*—Mr. Kirk F. Richardson."

'94.

"A wild and untrained lot of youthful colts."

L. SIMPSON—"Before her comprehensive brain,  
All difficulties vanish;  
She's mastered Hebrew, Chinese, Greek,  
And French, of course, and Spanish."

L. HOOSE—"I tell you that he that can lay hold of her can have the gold."

L. HUNTINGTON—"A maiden never bold,  
Of spirit so still and quiet."

F. HALSEY—"The greatest of faults is to be conscious of none."

E. STILLMAN—"Two souls with but a single thought,  
Two hearts that beat as one."

C. DARLING—"I must be a most fascinating young man;  
'Tis not my fault—the ladies must blame Heaven."

J. BAKER—"Let me bear your love, I'll bear your care."

W. STONE—"All in all, a three-fold man, as everybody knows,  
Else how explain the third eyebrow underneath his nose."

J. STOWELL—"When she will, she will, and you can depend on't;  
And when she won't, she *won't*, and that's the end on't."

M. HELM—"A gentleman (?) that loves to hear himself talk."

CORNELIA HOLMES—"Blue were her eyes as the fairy flax,  
Her cheeks like the dawn of day."

G. VIRGIL—"Alas how these electric lights bother us."

H. TAYLOR—"This world seems purposely made for me."



A. PERKINS—"Black are her eyes, yet how softly they gleam,  
'Neath the brown shade of her tresses."

C. BURKETT—"Brick medicine."

H. SEVERANCE—"I'm almost sure I'm right."

UNCLASSIFIED.

"Struggling for wisdom."

A. WRIGHT—"He is so young."

M. PARSONS—"Methinks the merry twinkle in her eye foretells mischief."

H. PATTEN—"Grace is in his steps. In every gesture, dignity."

M. SHELDON—"I don't know."

F. BRADLEY—"Pray why did not your father make a gentleman of you?"

G. COPP—"I am a feather for each wind that blows."

W. GARDNER—"He is a simple, country lad."

L. MANWARING—"But she must calm that giddy head."

E. BARNARD—"Made music (?) the whole winter through."

C. RATHBUN—"Naughty little maiden,  
Smiling at the boys."

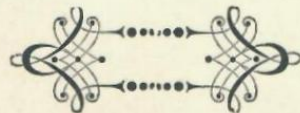
G. HALSEY—"She gives a sidelong glance,  
Beware! Beware!"

K. BOYLAN—  
A. AMES— } "We two."

A. RENDELL—"Never a care I know."

L. BALL—"Light as air."

H. STACY—"Heaven bless the merry child."



## ITEMS OF IMPORTANCE.

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**A** NEW book-case with encyclopedias, histories, Latin and Greek lexicons, a fine dictionary and several other useful books adorns a corner of the chapel.

The class flower of '92 is the white "day's eye."

The class of '87 are to hold a reunion the last week of June or the first week of July.

For several reasons it was deemed best to postpone the "Prize Contest" from May 13 to June 18.

The purchase of a new piano is being discussed by faculty and students with great interest. We second the motion!

The Teachers' Institute held in Mexico town hall the second week in May was attended by the Training Class.

The class officers of '92 are Walter E. Hallock, President, Osbert D. Tiffany, Secretary.

Class of '92 excels in its number of prizes. Its members have won seven within the last two years.

One beautiful morning in May, the Seniors were told by Prof. Severance to pass to the Philosophical room. As a result of this meeting, Class Honors were announced: Edith L. Knight, Valedictorian; Florence C. Scoville, Salutatorian.



## Obituary.

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From his home in Mexico, July 29, 1891, one of our most esteemed Alumni, C. Demott Hendrickson, of the class of '87, was called to a home of rest.

Mr. Hendrickson was a young man of more than ordinary abilities, and his many friends had anticipated for him a bright and useful future in the profession of his choice. After reading law for four years with C. C. Brown of this village, he went to New York city, where he continued his studies with the firm of Davis, Short & Townsend. He successfully passed his examinations in May, 1891, and returned to his home to enjoy a brief vacation among his friends, and to take a much needed rest. Typhoid fever laid hold of his weakened body, and after a brief illness of three weeks, he left this world and its bright prospects to enter upon the higher and nobler life beyond, where his powers, we trust, will continue to expand through an endless eternity.

## In Memoriam.

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With sorrowing hearts we record in the pages of our Annual the death of a loved friend and teacher. After a long and painful illness, the useful life of Charlotte Loretta Scott, wife of our principal, Frank B. Severance, came to a close at her home in Mexico, N. Y., Sunday evening, May 1, 1892.

Mrs. Severance was born in Bridgewater, N. Y., Dec. 17, 1863. She was graduated from Houghton Seminary in the class of '86. After her graduation she taught in the Delaware Literary Institute, at Franklin, N. Y., filling the position of preceptress with great acceptance. Having resigned her position there, she accepted work in the Union School at West Winfield, N. Y., as principal of the intermediate department, where she remained until June, 1890. She was married to Mr. Frank B. Severance August 14, 1890, and came to Mexico, Mr. Severance having been called to the principalship of our academy.

Soon after school opened Mrs. Severance entered the academy as one of the instructors. Here all hearts were won by her loving words, quiet, pleasing manner, and untiring devotion to her work. We soon realized that our interests were hers, and that she considered it a pleasure to assist us in the search for truth, to inspire our minds with a love for the beautiful, and to inculcate desires for that which ennobles life.

In our short acquaintance with Mrs. Severance, we learned that she was an ardent admirer of nature, and especially fond of flowers. During her illness, all sought to gratify this love of flowers and the sweet words of appreciation which the giver received, whenever a floral remembrance, whether of hot-house beauties or dainty wood-flowers, brightened the sick room and cheered the suffering one, are cherished now in loving hearts.

Mrs. Severance had been in our academy only a few months before it became evident to all that her health was failing. In April, 1891, she yielded to the counsel of her physician and the entreaties of her husband and friends, and consented to take a short rest from school duties. Relief from the cares of the school-room failed to restore her wonted strength, and as time passed the sad truth was forced upon us that as teacher and students our work together was done.

Mrs. Severance's life with us was short, but the precious memories and blessed influences of that life, short though it was, will bear much fruit in the hearts and lives of those who knew and loved her.



# GENERAL INFORMATION.

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## MEXICO ACADEMY,

**E**STABLISHED in 1826, has for years ranked among the first training schools of the country. In its long list of Alumni it can point with honest pride to many honorable names. The aim of the trustees has ever been to provide the best instruction, and to furnish the community opportunities for a thorough practical education. Believing that the necessary basis for advanced study is a thorough knowledge of the common English branches, especial attention is given to this department.

### LOCATION AND BUILDING.

Mexico is a beautiful village of 1,200 inhabitants, distinguished for healthfulness, intelligence and morality. It is accessible by the Rome and Oswego, and the Syracuse Northern Railroads.

The Academy building is a brick edifice, 90 feet long, 50 feet wide, and three stories high. The grounds are spacious, well shaded and beautiful in appearance.

### COURSES OF STUDY.

Students will be classified, as far as possible, according to the following courses of study:

English course, which is designed for those who desire a thorough and practical training in common and higher English.

Academic course, which combines higher English with Latin or the Modern Languages.

Classical course, which prepares for admission to any of our colleges.

Students who are not able to pursue the regular courses, will be allowed, with the approval of the principal, to elect any of the studies taught in the academy.



The work of the school is organized and carried on, as far as possible, in harmony with the courses of study, examinations and regulations of the Regents of the University of the State of New York. A list of Regents' Studies, Credentials, Calendar, etc., as far as they are of special interest to our patrons, will be found on subsequent pages.

### GRADUATION.

The standard of graduation is a preparation for admission to college in regular course.

A graduation will be granted if desired, to any who have secured the "Regents' Academic Diploma," the diploma of graduation stating the proficiency of the student.

It is strongly advised that all seek the regular "Diploma of the Academy" rather than the graduation of lower grade.

Scholarship, not merely graduation, should be sought.

### TRAINING CLASS.

For some years, Mexico Academy has been annually designated by the State Superintendent of Public Instruction to instruct a Training Class in the science and practice of common school teaching.

A competent teacher, a graduate of the Albany Normal School, has charge of this work.

The class will be reorganized in September and January.

For the benefit of any who may be interested in the Training Class, we make the following quotations from the Syllabus, which is sent out by the State Superintendent:

"In assigning Training Classes to institutions, reference is had to the proper distribution of the classes, location and equipment of the institution.

"The school year is divided into two terms of not less than sixteen nor more than eighteen weeks each.

"Each class is distinct, and must consist of not less than ten nor more than twenty-five members.

"Two periods of forty-five minutes each, every school day, must be occupied with instruction on the topics laid down in the course of study. Outside of the time given for this instruction, such members of the class as have time and ability, may be



allowed to pursue such other subjects in the school curriculum as will be most profitable, for which, however, no tuition may be charged.

"Candidates for admission must have attained the age of sixteen years, and must subscribe in good faith to a declaration in substance that their object in asking admission is to prepare for teaching, and that it is their purpose to engage in teaching in the schools of this State.

"Before admission, candidates must pass the examination for at least a third grade certificate under the State Uniform System, or hold a Regents' Preliminary certificate and a pass card in physiology.

"The course of study is devised to meet the requirements of the Uniform System for teachers' certificates and to satisfy the conditions of admission to advanced classes in the Normal Schools of the State. It devotes ten weeks each term to the special study of methods of teaching, and in addition, provides that the members shall be trained to critically observe and intelligently interpret the principles of teaching being brought in contact with the pupils in the actual work of imparting instruction.

"The examination for a second grade certificate will constitute the final examination of each class."

Persons desiring admission to the Training Class should make an early application.

For further information or admission, apply to the Principal.

#### LIBRARY AND APPARATUS.

The Library consists of a well selected collection of about 1,500 volumes of standard literature. It is accessible to the students each Wednesday afternoon.

About \$100 were expended for an addition to the Reference Library during the past year. A sum larger than this has been secured, and will be expended during the coming year for an addition to the General Library.

The Geological Cabinet, Philosophical Apparatus and Chemical Laboratory are sufficiently complete to illustrate the important principles of these departments.

## RHETORIC AND ELOCUTION.

Special attention is given to this department of our work. Exercises in declamation and recitation are required of all.

A prize contest in declamation and recitation is held each year. Appointments to this contest are made from the record of the students in the regular rhetorical work of the school.

Prize work is also done in orations and essays. This contest is open to all the students.

## TUITION.

Tuition will be charged as formerly, for a term of thirteen weeks as follows :

Common English .....	\$ 6 00
Common English, with one branch of Higher English ....	8 00
Higher English .....	10 00
Higher English and Languages .....	10 00
Incidental Expenses .....	60

Payment of tuition will be required strictly a half term in advance. No deduction is made in tuition bills for three weeks at the beginning or ending of the term. All school bills must be paid before graduation.

## BOARD.

Board can be obtained in good families, for from \$2.00 to \$3.00 per week. The assistance of the principal in securing board and other accommodations will be given if desired.

A limited number of students will be accommodated in the family of the principal, if application is made sufficiently early.

## ATTENDANCE.

The interest of every student and of the whole school is best promoted by a regular attendance for the entire term, and as nothing tends more to destroy a scholar's interest in and love for study than frequent absence, parents are requested to co-operate with the faculty in securing punctuality and regularity on the part of students.



## INSTRUCTORS.

FRANK B. SEVERANCE, A. B.,	- - -	<i>Principal.</i>
Ancient Languages.		
EDWARD E. SAMUEL, A. B.,	- - -	<i>Assistant Principal.</i>
Modern Language and Science.		
MARY MALLORY,	- - - - -	<i>Preceptress.</i>
Training Class, Mathematics.		
CYNTHIA E. SEVERANCE,	- - -	<i>Assistant Preceptress,</i>
History and English.		
MRS. ADA M. PARKER,		Music.

## BOARD OF TRUSTEES

R. H. BARKER,	T. J. GREEN,	C. A. PECK,
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G. G. FRENCH,	G. P. JOHNSON,	G. W. STONE,
G. H. GOODWIN,	J. W. LADD,	M. L. WRIGHT.
	L. MILLER,	

## OFFICERS.

B. S. STONE,	- - -	<i>President.</i>
G. H. GOODWIN,	- - -	<i>Secretary.</i>
G. W. STONE,	- - -	<i>Treasurer.</i>

## CALENDAR FOR 1892-93.

1892.

SEPT.	6—School opens,	- - -	Tuesday.
NOV.	23—School closes for Thanksgiving,		Wednesday.
NOV.	28—School opens,	- - -	Monday.
DEC.	23—School closes for Holidays,	- - -	Friday.

1893.

JAN.	3—School opens,	- - -	Tuesday.
JAN.	23—Regents' Examinations begin,	- - -	Monday.
JAN.	27—Regents' Examinations close,	- - -	Friday.
Formation of classes for last half of year.			
FEB.	22—Washington's Birthday,	- - -	Wednesday.
APRIL	7—School closes for spring vacation,	- - -	Friday

APRIL	17	School opens,	-	-	-	Monday.
		Prize Essays and Orations presented (at				
		8:45 A. M.) for judgment				
MAY	1	Commencement Essays and Orations pre-				
		sented at 8:45 A. M.,	-	-		Monday.
MAY	26	Prize Contest in Declamation and Reci-				
		tation,	-	-	-	Friday Evening.
		Prizes in Essays and Orations announced.				
		Class Honors announced.				
MAY	30	Memorial Day,	-	-	-	Tuesday.
JUNE	12	Regents' Examinations begin,	-	-	-	Monday.
JUNE	16	Regents' Examinations close,	-	-		Friday.
JUNE	18	Anniversary Sermon,	-	-	-	Sunday.
JUNE	21	Commencement,	-	-	-	Wednesday.

## CATALOGUE OF STUDENTS.

### CLASSICAL COURSE.

#### LADIES.

*Burlingham, Gertrude S.,	-	-	-	-	Mexico.
Hoose, Lena L.,	-	-	-	-	Mexico.
Knight, Edith L.,	-	-	-	-	Mexico.
Perlet, Susie A.,	-	-	-	-	Colosse.
Simpson, Lizzie M.,	-	-	-	-	Mexico.

#### GENTLEMEN.

*Elkins, George W.,	-	-	-	-	Mexico.
Hallock, Walter E.,	-	-	-	-	Mexico.
Holmes, Frank W.,	-	-	-	-	Dugway.
Richardson, Kirk F.,	-	-	-	-	Union Square.
Robinson, Henry W.,	-	-	-	-	Demster.
Stone, Harry L.,	-	-	-	-	Mexico.
Surbeck, Jacob S.,	-	-	-	-	Mexico.
Tibbitts, Charles E.,	-	-	-	-	New Hartford, Oneida Co.
Tiffany, Osbert D.,	-	-	-	-	Ashley, Michigan.
Total,	-	-	-	-	14

\* Post Graduate.



## ACADEMIC COURSE.

## LADIES.

Baker, Jennie,	-	-	-	-	-	Mexico.
Ball, Lena May,	-	-	-	-	-	Mexico.
Barnard, Emma J.,	-	-	-	-	-	Mexico.
Cobb, Edith M.,	-	-	-	-	-	Mexico.
Cole, Estella M.,	-	-	-	-	-	Texas.
Holmes, Nellie A.,	-	-	-	-	-	Texas.
Perkins, Addie A.,	-	-	-	-	-	Texas.
Robinson, A. Belle,	-	-	-	-	-	Demster.
Scovill, Florence C.,	-	-	-	-	-	Washington Mills, Oneida Co.
Severance, Helen L.,	-	-	-	-	-	Mexico.
Stevens, Ella G.,	-	-	-	-	-	Texas.
Stillman, Ethel M.,	-	-	-	-	-	Union Square.
Stowell, Julia L.,	-	-	-	-	-	Mexico.
Virgil, Gertrude E.,	-	-	-	-	-	Daysville.

## GENTLEMEN.

Brown, Harry C.,	-	-	-	-	-	Denver, Colorado.
Darling, Clarence W.,	-	-	-	-	-	Mexico.
Halsey, Frank P.,	-	-	-	-	-	Mexico.
Helm, Morton C.,	-	-	-	-	-	Sank Bank.
Johnson, George W.,	-	-	-	-	-	Mexico.
Le Clair, Max R.,	-	-	-	-	-	Colosse.
Longstreet, Chalmer J.,	-	-	-	-	-	Mexico.
Patten, Haden A.,	-	-	-	-	-	Mexico.
Reese, William F.,	-	-	-	-	-	Mexico.
Stone, Clarence A.,	-	-	-	-	-	Mexico.
Stone, Warren S.,	-	-	-	-	-	Mexico.
Taylor, Harry E.,	-	-	-	-	-	Mexico.
Total,	-	-	-	-	-	26

## ENGLISH COURSE.

## LADIES.

Ames, Addie C.,	-	-	-	-	-	Mexico.
Boylan, Kittie J.,	-	-	-	-	-	Mexico.
Burgess, Carrie,	-	-	-	-	-	Mexico.
Carpenter, Edna,	-	-	-	-	-	New Haven.
Carr, Lillie I.,	-	-	-	-	-	Lycoming.
Copp, Grace L.,	-	-	-	-	-	Mexico.
Earle, Marion B.,	-	-	-	-	-	Mexico.

Halsey, Grace A.,	-	-	-	-	-	Mexico.
Hodge, Eleanor,	-	-	-	-	-	Hannibal.
Howard, Mary E.,	-	-	-	-	-	Mexico.
Huntington, Lulu A.,	-	-	-	-	-	Mexico.
Johnson, Isabella B.,	-	-	-	-	-	Mexico.
Keeler, Charlotte M.,	-	-	-	-	-	Butterfly.
Kenyon, Anna L.,	-	-	-	-	-	Mexico.
Larkin, Susie,	-	-	-	-	-	Scriba Center.
Le Clair, Kate G.,	-	-	-	-	-	Colosse.
Lindall, Fannie F.,	-	-	-	-	-	New Haven.
Manwaring, Lulu J.,	-	-	-	-	-	Daysville.
May, Anna A.,	-	-	-	-	-	Mexico.
Nellis, Georgia H.,	-	-	-	-	-	Hastings.
Parsons, Mary L.,	-	-	-	-	-	Mexico.
Powers, Anna E.,	-	-	-	-	-	Vermillion.
Racine, Lizzie B.,	-	-	-	-	-	Hastings
Rathbun, Cora B.,	-	-	-	-	-	Mexico.
Rathbun, Ada M.,	-	-	-	-	-	Mexico.
Rendell, Alice M.,	-	-	-	-	-	Mexico.
Robinson, Mary A.	-	-	-	-	-	Demster.
Sheldon, Maud R.,	-	-	-	-	-	Demster.
Smith, Ida E.,	-	-	-	-	-	New Haven.
Wilkinson, Lena O.	-	-	-	-	-	Mexico.
Willmarth, Alice M.,	-	-	-	-	-	South Richland.
Willmarth, Amelia A.,	-	-	-	-	-	South Richland.
Whitney, Luna,	-	-	-	-	-	Mexico.
Woodcock, Mattie L.	-	-	-	-	-	Rensselaer, St. Lawrence Co.

## GENTLEMEN.

Alpuche, Andres S.,	-	-	-	-	-	Merida, Yucatan.
Ames, Herbert W.,	-	-	-	-	-	Mexico.
Bargy, Lyman D.,	-	-	-	-	-	North Volney.
Bartlett, Marcus A.,	-	-	-	-	-	Vermillion.
Blanchard, Elton H.,	-	-	-	-	-	Mexico.
Bradley, Frank D.,	-	-	-	-	-	Vermillion.
Burkett, Claude,	-	-	-	-	-	Osceola.
Castle, Ward B.,	-	-	-	-	-	Mexico.
Coville, William J.,	-	-	-	-	-	Howardville.
Craik, George	-	-	-	-	-	Demster.



Gardner, Warren S.,	-	-	-	-	-	Mexico.
Gulliver, Henry,	-	-	-	-	-	Vermillion.
Halsey, Clayton A.,	-	-	-	-	-	Mexico.
Johnson, Charles W.,	-	-	-	-	-	Mexico.
Jones, Avery,	-	-	-	-	-	Butterfly.
Larkins, Frank H.,	-	-	-	-	-	Mexico.
Manwaring, Orla B.,	-	-	-	-	-	Butterfly.
Middleton, William,	-	-	-	-	-	Butterfly.
Minckler, Gates,	-	-	-	-	-	Mexico.
Orvis, Allan W.,	-	-	-	-	-	Mexico.
Patten, George W.,	-	-	-	-	-	Mexico.
Perlet, Paul F.	-	-	-	-	-	Colosse.
Ramsey, Spencer J.,	-	-	-	-	-	Texas.
Snow, Manning C.,	-	-	-	-	-	Mexico.
Stacy, Harry M.,	-	-	-	-	-	New Haven.
Tullar, Frank,	-	-	-	-	-	Mexico.
Whitlock, Wilford V.,	-	-	-	-	-	Demster.
Whitney, Herbert W.,	-	-	-	-	-	Mexico.
Wright, Avery S.	-	-	-	-	-	Mexico.
Total	-	-	-	-	-	64
Classical Course	-	-	-	-	-	14
Academic Course	-	-	-	-	-	26
English Course	-	-	-	-	-	64
Total.	-	-	-	-	-	104

## REGENTS' STUDIES.

### GROUP I.

#### LANGUAGE AND LITERATURE.

2 Reading	4 <i>French, 2d year</i>
2 Writing	4 <i>French, 3d year</i>
2 Spelling	4 <i>Latin, 1st year<sup>a</sup></i>

<sup>a</sup> In 1st year Latin and Greek, candidates may take the separate examination or defer it and receive six counts each for passing Cæsar and Anabasis examinations, which include the work of the first year. The separate examination is provided for those who may not study Latin or Greek after the first year, and for those who prefer to secure the four credits for 1st year's work and to take a separate examination in Cæsar or Anabasis rather than have six counts dependent on a single trial.

- 2 English, elem.
- 2 *English, advanced*
- 2 English comp.
- 2 *Rhetoric*
- 2 English literature
- 2 *American literature*
- 2 English reading
- 4 German, 1st year
- 4 *German, 2d year*
- 4 *German 3d year*
- 4 French, 1st year

- 2 Cæsar's Com.
- 1 *Sallust's Catiline*
- 2 Cicero's Orations
- 1 *Ovid's Metamorph*
- 3 Virgil's Æneid
- 1 *Virgil's Eclogues*
- 1 Latin com.
- 4 Greek, 1st year
- 2 Xenophon's Anab.
- 2 Homer's Iliad
- 1 Greek comp.

## GROUP II.

## MATHEMATICS.

- 4 Arithmetic
- 2 *Arithmetic, advanced*
- 4 Algebra

- 2 *Algebra, advanced*
- 3 Plane geometry
- 1 Solid geometry
- 1 Plane trigonometry

## GROUP III.

## SCIENCE.

*Physical.*

- 2 Astronomy
- 2 Physics
- 2 *Physics, advanced*
- 2 Chemistry
- 2 *Chemistry, advanced*

*Geologic.*

- 2 Geology
- 2 Phys. geography

*Biologic.*

- 2 Botany
- 2 Zoology
- 2 Phys. and hygiene

## GROUP IV.

## HISTORY AND SOCIAL SCIENCE.

- 2 Geography
- 2 *General history*
- 1 Greek history
- 1 Roman history

- 2 English history
- 2 U. S. history
- 2 Civics
- 2 Economics

## GROUP V.

## OTHER STUDIES.

- 2 *Psychology*
- 1 Ethics
- 2 Book-keeping

## FORM STUDY AND DRAWING.

- 2 Drawing
- 2 *Drawing, advanced*



## SUMMARY.

Subjects.						Branches,	Counts.
English	-	-	-	-	-	10	20
German	-	-	-	-	-	3	12
French	-	-	-	-	-	3	12
Latin	-	-	-	-	-	8	15
Greek	-	-	-	-	-	4	9
Mathematics	-	-	-	-	-	7	17
Science	-	-	-	-	-	10	20
History, etc.,	-	-	-	-	-	8	14
Other studies,	-	-	-	-	-	5	9
Total						58	128

NOTE—The table assumes that each student takes three studies each day for five days each week. The term "COUNT" represents 10 weeks' work in one of these studies. The figure prefixed to each subject shows how many counts are allowed to that subject.

## University Credentials.

Credentials in *Italic*, and are given for an attainment of 75 per cent. in a regent's examination in the studies printed after each.

1. *Pass Card*—Any regent's study.
2. *Preliminary (preacademic) Certificate* (14 counts). Reading, writing, spelling, elementary English, arithmetic, geography.
3. *Medical student certificate* (16 counts). Spelling, elementary english, English composition, arithmetic, physics, geography, United States history, or any 20 counts.
4. *Law student certificate*.—(19 counts). English composition, 1st year Latin, arithmetic, geometry, English history, United States history, civics, or any 30 counts.
5. *Junior certificate*.—(20 counts). Preliminaries, (see No. 2. above), and physiology and hygiene, United States history drawing.
6. *Academic certificate*.—Any 30, 40, 50, 60, etc. counts.

The number of counts that each subject represents, is given in the table of groups (pages 47-49)

For any 30 counts, a 30 count certificate will be issued and for any 40, 50, etc., counts, a 40, 50, etc. count certificate will be issued. New certificates will be given whenever 10 additional counts are earned.

As the academic diploma *requires* but six counts from any group, if earned by specializing largely in any group or language, the records of the office and the diploma itself will indicate this fact by qualifying the name "academic": e. g., if 12 or more counts are earned in Latin, the diploma will be distinguished as the *Latin* academic. While there is but one academic diploma, it may thus be distinguished, when one group or language is taken every term for three years, (i. e., 12 counts,) as an English, German, French, Latin, Greek, mathematical, scientific or historical academic diploma. If 12 counts are thus earned in each of two or more groups, both distinguishing terms will be used: e. g., Latin-scientific, German-French, etc. This special distinction will not be granted unless at least 10 of the 12 counts are in advance of the preliminary branches.

8. *English diploma* (50 counts)

14 The 6 preliminaries	2 Botany
2 English composition	2 Phys. and hygiene
2 English literature	2 English history
2 English reading	2 U. S. history
4 Algebra	2 Civics
3 Plane geometry	2 Economics
2 Physics	1 Ethics
2 Chemistry	2 Book-keeping
2 Physical geography	2 Drawing

9. *Classical diploma* (50 counts)

14 The 6 preliminaries	2 Homer's Iliad, 3 books
2 English composition	1 Greek composition
4 Latin, 1st year	4 Algebra
2 Cæsar, 4 books	3 plane geometry
2 Cicero, 6 orations	2 Phys. and hygiene
3 Virgil, 6 books	1 Greek history
1 Latin composition	1 Roman history
4 Greek, 1st year	2 U. S. history
2 Xenophon, 3 books	

*Honors*—When all the examinations for any certificate or diploma are passed with an average of 90 per cent. or more, the credential will be recorded and marked as having been earned "with honor," and the annual report will show how many honor credentials have been issued to each school, with names of recipients.



The 30 and 40 count certificates are issued as middle or senior English or classical certificates when the studies are those regularly taken in the English and classical courses, i. e.:

*Middle English certificate.*—Junior studies, (see No. 4) and algebra, physical geography, civics, book-keeping.

*Middle classical certificate.*—Preliminaries (see No. 2 above) and English composition, 1st year Latin, Cæsar, algebra, physiology and hygiene, United States history.

*Senior English certificate.*—Middle English studies, and English reading, geometry, physics, English history, ethics.

*Senior classical certificate.*—Middle classical studies and Cicero, 1st year Greek, geometry, Roman history.

7. *Academic diploma.*—Any 50 counts, if 14 are the preliminary, and of the remaining 36 not less than six are taken from each of the first three groups, and 6 from groups 4 and 5 combined.

#### NUMBER OF COUNTS FROM EACH GROUP.

	Total Counts	GROUP 1.	GROUP 2.	GROUP 3.	GROUP 4.	GROUP 5.
		Language.	Mathematics.	Science.	History.	Other Studies.
Preliminary certificate .....	14	8	4	--	2	--
Medical student certificate .....	16	6	4	2	4	--
Law student certificate .....	19	6	7	--	6	--
Junior certificate .....	20	8	4	2	4	2
Middle certificate .. { English .....	30	8	8	6	6	2
	30	14	8	2	4	2
Senior certificate .. { English .....	40	8	11	8	10	3
	40	20	11	2	5	2
Academic diploma .....	50	14	10	6	8	--
English diploma .....	50	14	11	10	10	5
Classical diploma .....	50	31	11	2	6	--
Classical scientific diploma .....	80	37	14	12	12	5

#### CALENDAR OF REGENTS' EXAMINATIONS FOR THE ACADEMIC YEARS 1892-1895.

	January.	March.	June.
1892-93 .....	23-27	13-17	12-16
1893-94 .....	22-26	12-16	11-15
1894-95 .....	21-25	11-15	10-14

## ARRANGEMENT OF STUDIES.

REQUIRED FOR ENGLISH DIPLOMAS.

	1st QUARTER.	2d QUARTER.	3d QUARTER.	4th QUARTER.
1st YEAR.	U. S. History Drawing Algebra	U. S. History Drawing Algebra	Civics Phys. and hyg'n Algebra	Civics Phys. and hyg'n Algebra
2d YEAR.	Book keeping Physical geog. Geometry	Book keeping Physical geog. Geometry	Eng. reading Physics Geometry	Eng. reading Physics Ethics
3d YEAR.	English history Chemistry Eng. composit'n	English history Chemistry Eng. composit'n	Economics Botany Eng. literature	Economics Botany Eng. literature

REQUIRED FOR CLASSICAL DIPLOMA.

	1st QUARTER.	2d QUARTER.	3d QUARTER.	4th QUARTER.
1st YEAR.	Latin lessons U. S. history Algebra	Latin Lessons U. S. History Algebra	Latin lessons Phys. and hyg'n Algebra	Latin lessons Phys. and hyg'n Algebra
2d YEAR.	Cæsar Greek lessons Geometry	Cæsar Greek lessons Geometry	Cicero's orat'ns Greek lessons Geometry	Cicero's orations Greek lessons Roman history
3d YEAR.	Virgil's Æneid. Anabasis Eng. composit'n	Virgil's Æneid Anabasis Eng. composit'n	Virgil's Æneid Homer's Iliad Greek history	Latin composit'n Homer's Iliad Greek compos'n



## DAILY PROGRAM OF REGENTS' EXAMINATIONS

Thanksgiving week the subjects for Thursday are given on Monday.

CAUTION.—Only 11 subjects are given in September ; 20 in November ; 41 in January and March, but ALL are given in June. For lists of subjects see preceding page.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:15 a.m.—12:15 p.m.	9:15 a.m.—12:15 p.m.	9:15 a.m.—12:15 p.m.	9:15 a.m.—12:15 p.m.	9:15 a.m.—12:15 p.m.
French, 2d year French, 3d year Virgil's Eclogues Arithmetic, advanced Algebra, advanced Drawing, advanced	Rhetoric Arithmetic Botany Greek history Ethics	Writing English, elementary Algebra Plane geometry Chemistry Drawing	American literature German, 1st year Greek, 1st year Greek, composition Trigonometry U. S. History	Xenophon's Anabasis Homer's Iliad General history Roman History Psychology

The oral examination in reading may be held at any time during examination week at the convenience of the examiner.

1:15—4:15 p.m.	1:15—4:15 p.m.	1:15—4:15 p.m.	1:15—4:15 p.m.	1:15—4:15 p.m.
English, advanced German, 2d year German, 3d year Sallust's Catiline Ovid's Metamorphoses Physics, advanced Chemistry, advanced	Virgil's Æneid Physical geography Geography Civics Economics	Spelling English composition English literature Astronomy Zoology Physiology and hygiene	French, 1st year Latin, 1st year Cæsar Physics English history Book-keeping	English reading Cicero's orations Latin composition Solid geometry Geology

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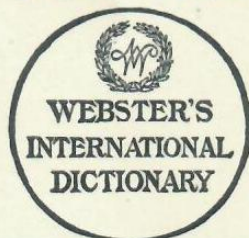
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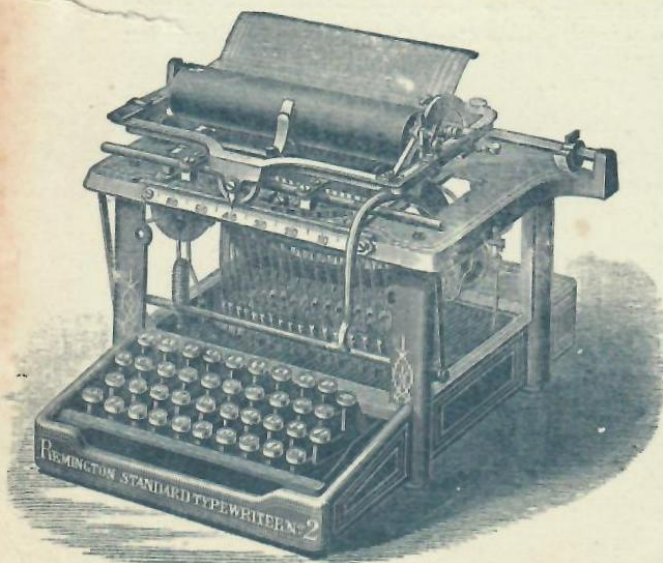
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—IN—

### Declamation and Recitation,

WASHINGTON HALL,

SATURDAY EVENING, JUNE 18th, 1892.

### Programme :

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#### INVOCATION.

MUSIC—"The Jolly Serenaders," - - - Beebe.

DECLAMATION, - - - "The Eloquence of O'Connell,"  
CLARENCE WINFIELD DARLING.

RECITATION, - - - "Briar Rose,"  
CORNELIA ADRIANCE HOLMES.

DECLAMATION, - - - "Toussaint L'Ouverture,"  
WARREN STEPHEN GARDNER.

RECITATION, - - - "The Gypsy Flower Girl,"  
EDITH LENORE KNIGHT.

DECLAMATION, - - - "Regulus to the Carthaginians,"  
GEORGE WEBB JOHNSON.

RECITATION, - - - "How He Saved St. Michael's,"  
HELEN LYDIA SEVERANCE.

MUSIC—"Andante and Waltz," - - - Pettee.

DECLAMATION, - - - "Spartacus to the Gladiators,"  
HENRY WARD ROBINSON.

RECITATION, - - - "The Battle of Lookout Mountain,"  
LIZZIE MAY SIMPSON.

DECLAMATION, - - - "The Ship of State,"  
HARRY LOVELL STONE.

RECITATION, - - - "Our Folks,"  
ETHEL MYRA STILLMAN.

MUSIC—"National Airs."

Announcement of Prizes.